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ABSTRACT

This guidebook has been compiled to help school staff and community volunteers implement one-to-one friendships with students needing special attention. High-need disadvantaged youth, talented and gifted students, and adolescents having a temporarily difficult time in their lives can all benefit from mentoring. The mentor program for which this guide was originally developed was planned for middle school students, but has been adapted for elementary and high school partnerships with community organizations. Topics covered include: (1) steps for starting a mentoring program; (2) questions about mentoring; (3) how a mentor can help; (4) essential elements of a successful mentor program; (5) qualifications and responsibilities of key players in a mentor program; (6) an agenda for mentor orientation and training sessions; (7) guidelines for meetings and gathering; and (8) program implementation guidelines. A sample mentor's agreement and sample forms for a mentoring program are included. (SLD)

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ONE IN A SERIES ON YOUTH DEVELOPMENT

ED 442 906

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mentor program handbook

BY

SHIRLEY D. HAMMOND, M.ED.

WISCONSIN
CLEARINGHOUSE
FOR PREVENTION RESOURCES



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BEST COPY AVAILABLE

the mentor program handbook

by

Shirley D. Hammond, M.Ed.

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"A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove. But the world may be different because I was important in the life of a child."

MARY FUTRELL,
NATIONAL EDUCATION ASSOCIATION

"Caring is crucial to the development of young adolescents into healthy adults. Young people need to see themselves as valued members of a group that offers mutual support and trusting relationships. They need to succeed at something and to be praised and rewarded for that success. They need exposure to socially competent individuals who cope well with everyday life. They need to believe that they have a future."

CARNEGIE CORPORATION OF NEW YORK,
TURNING POINTS

"Mentoring draws our attention to important issues for social policy: how to provide young people with the relationship with adults they so badly need, and how to engage the middle class in addressing poverty problems. It, also, opens a window to hope where few such windows are open. The movement offers a glimpse not only of our better selves, but of a potentially better society, one built not only on individual acts of kindness, but on a broader set of program policies and institutions that themselves reflect a higher civility."

MARC FREEDMAN,
THE KINDNESS OF STRANGERS

table of contents

A Note from the Author	1
Some Helpful Definitions.....	2
Steps for Starting a Mentor Program	3
Questions about Mentors and Mentoring	3
How Can a Mentor Help?	5
Essential Elements of a Successful Mentor Program	6
Qualifications and Responsibilities of Key Players in the Mentor Program	6
School/Mentor Coordinator	6
Community Coordinator	7
Mentors.....	8
A Suggested Agenda for Mentor Orientation and Training Sessions.....	9
Meetings and Gatherings: Suggested Guidelines and Themes	11
Mentor Support Meetings	11
Mentor/Student Gatherings.....	11
Implementing a Mentor Program	12
Mentor's Agreement	15
Sample Forms	
Form One: Teacher/Support Staff Request for a Mentor or Tutor	16
Form Two: Student Request for a Mentor	17
Form Three: Interest Form for Mentors	18
Form Four: Volunteer Disclosure Statement	20
Form Five: Personal Reference Form.....	22
Form Six: Student Information for Mentors	24
Form Seven: Parent/Guardian Permission Slip	26
Form Eight: End-of-Year Student Survey	27
Form Nine: End-of-Year Mentor Survey	28
Reading for Understanding	30
The Starfish Flinger	32

*"Two are better than one, because they have a good reward
for their labor. For if they fall, one will lift up the other.
But woe to him who is alone when he falls, for he has no
one to lift him up."*

ECCLESIASTES 4:10

"A man becomes like those whose society he loves."

HINDU PROVERB

Community/nonprofit organizations, social service agencies, parents and businesses should be welcome in the school building to offer coordination and delivery of services to the students, parents and educators. Likewise, schools should promote the availability of services which will improve the quality of life of the student it seeks to educate. This partnership could enhance the learning opportunities of all students but in particular minority students.

**MADISON METROPOLITAN SCHOOL DISTRICT,
MINORITY ACHIEVEMENT**



note from the author

This handbook has been compiled to help school staff and community volunteers implement one-to-one friendships with students needing special attention. High-need, disadvantaged youth, talented and gifted students, and adolescents having a temporarily difficult time in their lives can all benefit from mentoring.

In 1989-90, Christ Presbyterian and Union Tabernacle churches in Madison, Wisconsin, entered into partnership to befriend 16 disadvantaged youth involved in Project Opportunity of the Madison Community Foundation. Members from the two congregations followed these students from sixth grade through high school graduation. During those years, I developed the mentor/student program along with my colleagues Carrie Bernhardt, Lilada Gee-Lewis, and Juan Lopez. Though the mentor program was originally designed for a middle school (grades 6-8), it has been successfully adapted for elementary and high school partnerships with community organizations.

Requests for assistance in starting similar partnership programs came from many schools, churches, and organizations not only in Wisconsin, but throughout the country. I wrote *The Mentor Program Handbook* and *The Mentor's Guide* to meet the needs of the requesting communities. In 1995, the Madison Metropolitan School District adopted both booklets for use in all city schools; at that time, I joined the District as Consultant for Mentoring/Tutoring in the Department of Equity, Diversity and Advocacy. It has been a joy to plan citywide training for the increasing number of community volunteers joining with the schools to encourage success for all students.

Our mentors are dedicated, resourceful, and faithful to their mission. Some tutor their students; most do not. They have proven their

effectiveness in helping their students develop self-confidence, improve school attendance, relate more positively to adults, and broaden their life experiences. Results don't come quickly in many cases, but our mentors are patient and loving, no matter what circumstances they face. A community of support has been formed to help mentors keep their eyes on the long-term goal — to ensure that these young people graduate from high school and become productive citizens.

Any suggestions or comments you have on this booklet are welcome and can be directed to me in care of the publisher.

Shirley Hammond
Madison, Wisconsin

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some helpful definitions

Mentor: (Greek Mythology) was the friend to whom Odysseus entrusted his son. He was an instructor, a moral example, and a wise, loyal advisor.

Mentors: are interested friends who share activities, usually outside school hours, offering individual attention, fun, and guidance in life skills. Some mentors also assist with school work.

Tutors: give academic help in a friendly fashion, usually during or immediately after school. Some tutors develop mentoring relationships with their students over time.

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STEPS FOR STARTING A COMMUNITY/SCHOOL MENTOR PROGRAM

- Gain permission from the principal of the adopted school and approval of the project from the sponsoring church/organization/business executive board.
- Select an advisory committee within the church or organization to be a support team to assist in hosting events and to oversee the minimal budget required for postage, supplies, and refreshments.
- Locate a caring school staff liaison person to act as the school/mentor coordinator. This person should be able to identify students, secure parent permission, administer the matches, and work comfortably with the community coordinator.
- Appoint a volunteer community coordinator to recruit mentors, work with the school liaison to develop the program, and give general leadership to the project.
- Plan orientation and training sessions as well as mentor/student gatherings as needed.
- Evaluate progress of matches by phone checks, informal personal monitoring of mentors and students, and end-of-year surveys.
- Annually recognize volunteer participation by certificate or event.

QUESTIONS ABOUT MENTORS AND MENTORING

Who Can Be a Mentor? Any caring, mature adult over 18 who is willing to invest about two hours per week in a student can be a mentor. Ideally, a mentor will be of the same race as the student, but cross-cultural matches may also be beneficial. It is recommended that mentors and students be of the same sex as well. Mentors make a one-year commitment for an effective contribution to a young life. When schedules or vacations do not allow for personal contact, mentors are asked to telephone or send a letter.

What Do Mentors Do? Mentors give individual attention to a young person who may be feeling that no one cares. The adult friend can reassure the youth that he/she has talents to develop, that education is the key to the career of one's choice, and that setting goals will help. Mentors also learn from the students they mentor — they often describe new insights or experiences that come from this special relationship.

Who Are the Students Who Need Mentors? Students identified by their school as having significant challenges, low self-esteem, poor achievement, low aspirations, and insufficient guidance or motivation often need mentors, for these students are considered in danger of both dropping out of school and making social choices that may hinder them from becoming productive citizens. Mentors can provide positive feedback and an adult relationship that can be a "life-line" for a struggling student. Talented and gifted children often need special guidance as well; these students may need to develop social skills to relate better to their peers. Mentors can facilitate areas of interest and help gifted students to go beyond classroom instruction. Finally, students who have moved to the United States from foreign countries and are struggling to adapt to a new culture and language can also benefit from mentoring.

Why Are These Youth Struggling? Many of the students have backgrounds of substance abuse, physical or emotional abuse, and neglect. Some are from single parent families where there is a need for an opposite sex role model. Most are poor. Meeting basic needs for safety, security, and a sense of belonging are consuming priorities for the young person. It is difficult for them to get the support and motivation necessary to succeed in school. They are just not able to think of themselves as capable or worthy persons.

What about the Parents? Many of the parents are from backgrounds similar to the one in which they've raised their children. They are parenting as they have been parented (as we all tend to do). They may have had bad experiences in school and feel helpless to aid in their children's education. They may be struggling with illness, addictions, poverty, unemployment, or illiteracy. The mentor may be able to help the family connect with resources to address some basic needs. The mentor should not feel responsible for the family, but he or she could give helpful information to the school that may not be known.

HOW CAN A MENTOR HELP?

Mentors can provide a window to a wider world. A mentor may show the youth how to play games or sports, use the bus system or the public library, get a job, or be a volunteer helping others. He or she could share a hobby or attend a special class (dancing, sewing, pottery, mechanics) with the youth, or take the student fishing, boating, or bowling. An attempt is made to match similar interests. Mentors include the youth in activities that they already do, so little extra time is added to a busy life. The best gifts are a listening ear and a positive outlook on life.

We all need to know that there is someone who really cares about what we do and believes we can become all that we were intended to be. The mentoring movement that has grown in the United States in the last decade has shown that caring role models can aid young people in two important ways:

- by helping them build self-confidence;
- by modeling and teaching simple living and coping skills for life.



Each mentor/student match is unique, and we must rely on the wisdom and creativity of the mentor, assisted by the program coordinators and parent(s), to nurture the student and point him or her in the direction of a productive future.

ESSENTIAL ELEMENTS OF A SUCCESSFUL MENTOR PROGRAM

Three specific elements are essential to the success of any mentor program:

- a climate of welcome for volunteers that comes from the office personnel, teachers, and staff at the school;
- mature and wise coordinators from the school and community to guide both students and mentors with humor, patience, and proper perspectives on the complexities of personal growth, and;
- an attitude of mutual learning and respect between the mentor and the student.

QUALIFICATIONS AND RESPONSIBILITIES OF KEY PLAYERS IN THE MENTOR PROGRAM

School/Mentor Coordinator

QUALIFICATIONS

- has a good rapport with those students in need of mentors;
- is willing to work with parents, students, and mentors to determine how to enhance the student's gifts and talents;
- cheerfully keeps an open door and "ear" for program participants;
- knows and has access to community resources available for referral;

- shows the ability to deal optimistically and patiently with any age group;
- respects "difference" and is willing to appreciate life cultures and dynamics different from his or her own;
- interviews students needing mentors;
- explains the program and gathers permission slips signed by parents.

RESPONSIBILITIES

- recruits mentors from his/her own circle of influence;
- introduces a mentor to a student for the initial meeting at school;
- monitors matches informally for feedback from students;
- provides access to a phone for students to call mentors;
- works with the community coordinator to divide duties;
- attends/plans orientation and training sessions, support meetings, and mentor/student gatherings as needed to strengthen the program;
- provides recognition for volunteers;
- informs the principal and faculty about the progress of the program.

Community Coordinator

QUALIFICATIONS

- has time, organizational skills, and a real love for people;
- is available to mentors who need guidance or encouragement to persevere as well as someone to listen to them as they process the experience;

- understands the age group characteristics of the population being served as well as cultural differences;
- respects confidentiality;
- is able to work comfortably with the school coordinator to share duties of the program;
- respects "difference" and is willing to appreciate life cultures and dynamics different from his or her own.

RESPONSIBILITIES

- meets regularly with the church/organization/business advisory committee that supports the program;
- recruits mentors and carries out the initial screening, including references and police checks, if required;
- hosts/plans orientation and support meetings and social gatherings as needed;
- checks with mentors periodically to monitor their participation;
- assists in implementation of the program with the school/mentor coordinator;
- keeps the sponsoring church/organization/business informed about the project.

Mentors

QUALIFICATIONS

- respects rules of the student's home and school;
- accepts the child unconditionally and listens without judgment;
- includes the youth comfortably and regularly into his/her life;
- is convinced that all children have talents to develop and praises even small successes;

- is open and willing to learn from the student;
- is patient with youthful attitudes and mistakes;
- is both firm and flexible, and able to lead by example;
- has a well-exercised sense of humor;
- knows and accepts that he/she cannot solve another person's problems;
- can gently facilitate a youth's efforts to live out his/her dreams;
- respects "difference" and is willing to appreciate life cultures and dynamics different from his or her own.

RESPONSIBILITIES

- arranges for reasonable times to meet with the student;
- helps the student in whatever ways are most appropriate;
- maintains a safe environment during all activities;
- establishes a friendly relationship with the student's parent(s) and supports their role in the child's life;
- attends orientation and support meetings and mentor/student gatherings as often as possible;
- keeps the coordinators informed of problems and/or progress in the friendship, and lets them know if he/she wishes to be reassigned or continue as a mentor at the end of the year.

A SUGGESTED AGENDA FOR MENTOR ORIENTATION AND TRAINING SESSIONS

- Welcome volunteers and state how much they are appreciated.
- Outline the support systems available to mentors, and hand out

the following: phone numbers of coordinators and a schedule of planned meetings and workshops.

- Explain how students are selected and what they and their parent(s) are told about the program.
- List age group characteristics (i.e., preteens and those in their early teens are concerned about whether they will be liked; older teens are more concerned about whether they will like the mentor).
- Discuss the issues that affect mentors: money and gift giving; confidentiality; how to handle difficult matters; length of the commitment; how to give closure if needed. Offer suggestions and recommendations.
- Suggest strategies to earn the trust of the student, and remind volunteers that progress is often slow or imperceptible for a long time.
- If a mentor/student program is already established, have a current mentor describe his/her experiences.
- Provide a school calendar detailing holidays, final exams, and vacation breaks.
- Give each volunteer one copy of *The Mentor's Guide*.*
- Explain what is expected of mentors, and go through the "Mentor's Agreement" (on page 15) with volunteers.

* *The Mentor's Guide* is published by and available from the Wisconsin Clearinghouse for Prevention Resources. The booklet, meant for individual mentors to read and re-read, is designed to give direction on the journey. Please call 1-800-322-1468 for pricing and ordering information.

**MEETINGS AND GATHERINGS:
SUGGESTED GUIDELINES AND THEMES**

Mentor Support Meetings

Mentor support meetings should be held monthly or bi-monthly; attendance is voluntary. District-wide trainings or workshops can and should supplement these regular meetings.

Possible themes for mentor support meetings:

- share problems and successes in mentoring relationships
- learn how to cross economic barriers
- learn and practice active listening skills
- discuss the psychodynamics of poverty
- learn how to deal with victims of abuse
- feature a mentor/student panel
- discuss case studies
- share resources for help in the community
- discuss characteristics of dysfunctional families

Mentor/Student Gatherings

Mentor/student gatherings can be held at the school or sponsoring organization. Saturday mornings work well, as do afternoons after school. The gatherings help both mentors and students to become more aware that they are part of a larger program with many others working toward the same end—a hopeful future.

Ideas for mentor/student gatherings:

- potluck brunch or dinner
- pizza party with “mixer” games
- bowling party
- holiday parties (e.g., Halloween, Mardi Gras, Independence Day, Valentine’s Day)
- barbecue at a local park, where everyone brings their own food to grill, or bike ride to a local nature preserve
- motivational speaker or group that encourages education (Speakers who have risen from poverty and hard times in school—but who are now successful citizens—relate well to children from similar backgrounds.)
- attend a sports event, circus or rodeo (businesses sometimes like to fund such outings)

IMPLEMENTING A MENTOR PROGRAM

A variety of forms, from parental permission slips to end-of-year surveys, are integral parts of a successful mentor program in your community or school. The forms mentioned in the steps below can be found on the final pages of this booklet (for exact page numbers, please refer to the Table of Contents). Please note that these are sample forms that can be adapted to meet the specific needs of your mentor program.

- Identify students by using the *Teacher/Support Staff Request for a Mentor or Tutor* form, or utilize personal knowledge of those students who would benefit from one-on-one attention from a caring adult.

- After a youth fills in the *Student Request for a Mentor* form, contact the parent(s) or guardian by phone or in person to explain the program and to collect the *Parent/Guardian Permission Slip* to be kept on file.
- Recruit mentors from the community using the *Interest Form for Mentors* and the section of this booklet titled, "Who Can Be a Mentor?"
- Complete reference and police checks on volunteers using the *Interest Form for Mentors*, the *Volunteer Disclosure Form*, and the *Personal Reference Form*.
- Conduct phone or personal interviews to assess the suitability of individual adult volunteers as role models and to ensure that mentors understand their role in the program.
- Once the volunteer's record and references are cleared and the interview has taken place, introduce the mentor and the student at school. Give them time to get acquainted and make plans for their next meeting.
- Give the *Student Information for Mentors* form to the student and ask him/her to complete it. Give the mentor a copy of *The Mentor's Guide* as well as a school calendar that details dates of breaks, holidays, final exams, etc.
- Plan occasional support meetings, social gatherings, letters to motivate or share information about trainings, and recognitions as needed to give cohesion to the program.
- Use the *End-of-Year Student Survey* and the *End-of-Year Mentor Survey* to evaluate progress and encourage continued participation in the program. If necessary, conduct an exit interview and be sure to give closure to a match.

- Be available to encourage participants and to clarify expectations when needed. Good communication allows you to circumvent potential problems and provides helpful accountability for struggling students.
- Insurance and liability issues are concerns for schools everywhere, and many people have asked how to handle such issues regarding the establishment of a mentor program. While each school must make their own decisions regarding insurance/liability issues, the Madison, Wisconsin schools utilize three of the above-mentioned forms—the *Parent/Guardian Permission Slip*, the *Interest Form for Mentors*, and the *Volunteer Disclosure Form*—to cover any issues that might arise.

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mentor's agreement

AS A MENTOR, I AGREE TO:

- arrange for reasonable times to meet with my student;
- help my student in whatever way is most appropriate;
- maintain a safe environment during all activities;
- attend orientation, support meetings, and mentor/student gatherings as often as I can;
- establish a friendly relationship with the student's parent(s) and support their role in the child's life;
- keep the coordinators informed of problems and/or progress in the friendship and let them know if I wish to be reassigned or continue as a mentor at the end of the year.

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form one:

**TEACHER/SUPPORT STAFF REQUEST
FOR A MENTOR OR TUTOR**

Requested by _____

Subject _____

Reasons why this student might benefit from one-on-one attention:

List below specific strategies that a mentor or tutor might use to connect with this student:

Additional comments:

Signature: _____

Date: _____

Please return this form to the School/Mentor Coordinator.

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form two:

STUDENT REQUEST FOR A MENTOR

Name _____ Date _____

Mentors help students in many ways. I would like to have a mentor because I think an adult friend could help me with these things:
(Check the ways that you think having a mentor might help you.)

- _____ Feel better about myself
- _____ Improve my behavior
- _____ Go to interesting places
- _____ Get better grades in school
- _____ Solve a personal problem
- _____ Improve my attendance record
- _____ Learn to do new things

What new things would you like to learn?

How do you feel about school so far?

What is your favorite subject in school?

What is your least favorite subject in school?

What kinds of activities would you like to do with your mentor?

What job or career would you like to have when you grow up?

Please return this form to the School/Mentor Coordinator.

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form three:

INTEREST FORM FOR MENTORS

Name _____ Phone _____

Address _____

Occupation _____ Work phone _____

Work Address _____

Memberships/Volunteer Service/Church _____

Interests/Hobbies _____

References (*please do not list relatives*):

1. Name _____ Position _____

Address _____

Phone _____

2. Name _____ Position _____

Address _____

Phone _____

For Police Check:

Date of Birth ____ / ____ / ____

Social Security Number _____

Driver's License Number _____

Please explain why you would like to become a friend of a struggling student:

- What do you think you will gain from the experience?
- What do you think the young person might gain?
- Have you had any experience with this age group or with persons of color?

Please return this form to:

(name of School/Mentor Coordinator) or _____
(name of Community Coordinator)

(address) or _____
(address)

(phone) or _____
(phone)

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form four:

VOLUNTEER DISCLOSURE STATEMENT

It is the policy of _____ School District to require all prospective volunteers who work directly with students, without continuous immediate supervision, to complete this Volunteer Disclosure Statement. Subsequently, the District will complete a criminal records check for conviction(s) and pending charges through the _____ State Department of Justice.

Name _____

Social Security Number _____

Address _____

Number of years at this address _____

Date of Birth ____/____/____

Race (*check one*):

_____ African American/Black _____ Native American

_____ Hispanic/Latino _____ Asian _____ White

Gender (*check one*): _____ Male _____ Female

Have you ever been convicted of or do you have pending any violations of law (felonies, misdemeanors and/or ordinance violations other than minor traffic violations)? _____ YES _____ NO

If yes, please fill in the information below. If you have more than three convictions or pending charges or need additional space, use a separate sheet.

1. Charge _____

Date of Arrest/Conviction _____

Court of Conviction _____

City _____ **26** State _____

Amount of Fine _____ Length of Jail Term _____

Comments _____

Length & Terms of Probation _____

2. Charge _____

Date of Arrest/Conviction _____

Court of Conviction _____

City _____ State _____

Amount of Fine _____ Length of Jail Term _____

Comments _____

Length & Terms of Probation _____

3. Charge _____

Date of Arrest/Conviction _____

Court of Conviction _____

City _____ State _____

Amount of Fine _____ Length of Jail Term _____

Comments _____

Length & Terms of Probation _____

I understand that any misrepresentation on this statement will result in immediate disqualification for any volunteer service with the School District. I understand that the District will verify the information I have provided above. I hereby release the District, its Board, and its agents, as well as all providers of information, from any liability related to furnishing and receiving information related to arrests and convictions.

Signature _____ Date _____

Please return this form to the School/Mentor Coordinator.

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form five:

PERSONAL REFERENCE FORM

Date _____

Dear _____

_____ has expressed interest in becoming a mentor (adult friend) to a student. Your name was given as a personal reference. Please complete this important form and return it to the address below. Thank you very much.

Mentors spend two or more hours a week with a student, trying to build a student's self-esteem, passing on skills for successful living, and encouraging a student to value and complete educational plans.

For how long have you known the applicant? _____

What is your relationship to the applicant? (*check one*)

- ☐ coworker
- ☐ employer
- ☐ teacher
- ☐ friend
- ☐ other

Please explain your relationship in more detail:

Would you have any reservations about this person spending time alone with a young person? If yes, please explain:

Do you know of any reasons why this person might not be a reliable and responsible mentor? If yes, please explain:

Check the column that best describes this person:

	Strongly agree	Agree	Strongly disagree
Fun to be with	_____	_____	_____
Good role model	_____	_____	_____
Calm under stress	_____	_____	_____
Patient	_____	_____	_____
Punctual/reliable	_____	_____	_____

Please use the back of this sheet to make any further comments.

Signature _____ Date _____

Please return this form to:

(name of School/Mentor Coordinator)

(address)

(phone)

29

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form six:

STUDENT INFORMATION FOR MENTORS

Name _____ Phone _____

Address _____

Date of Birth ____ / ____ / ____

List other members of your family who live with you:

Mother _____ Phone _____

Address (*if different from yours*) _____

Father _____ Phone _____

Address (*if different from yours*) _____

Name of Guardian (*if not parents*) _____

Address _____

_____ Phone _____

In case of emergency, call _____

School _____ Phone _____

School contact _____

Do you belong to a sports team, church, or other activity group?
Please list.

Do you have any health problems or take any regular medication?

Please list any hobbies, interests, or talents that you would like
to develop further:

Grade in School _____ Date _____

Please return this form to the School/Mentor Coordinator.

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form seven:

PARENT/GUARDIAN PERMISSION SLIP

Dear Parent/Guardian:

Your child has indicated an interest in _____ School's Mentor Program. Volunteers have been screened and trained to serve as mentors to young people. At this age, students begin to look outside the home for additional role models; we are pleased to have special people who have volunteered to befriend a student and encourage that student to be successful in school and in life. (Name of Community Coordinator) (phone number) will monitor the program. I will introduce the "matches" and help in any way possible. The arrangements for outings and time spent together should be discussed and agreed upon between you, the student, and the mentor.

Please sign below if you wish to have your student matched with a mentor.

Sincerely,

(name)

School/Mentor Coordinator

(phone number)

I, (parent/guardian) , give my permission for (student) to participate in the mentor program at _____ School. I agree to be supportive of the match and will be responsible for keeping the school informed of any special concerns. I agree to indemnify the School District of any liability while my child is a participant in this program.

Signature _____ Date _____

Please return this form to:

(name of School/Mentor Coordinator)

(address)

(phone)

32

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form eight:

END-OF-YEAR STUDENT SURVEY

Name _____ Date _____

Grade _____

1. What was the best thing about having a mentor?
2. Is there anything you would like us to tell your mentor?
3. How do you feel about this school year?
4. What are you looking forward to next year in school?
5. Did you set any goals with your mentor?

What were those goals?

6. Check the statements that apply to you:

- ☐ I am feeling better about myself.
- ☐ I am improving my behavior.
- ☐ I am going to interesting places.
- ☐ I am getting better grades.
- ☐ I am solving personal problems.
- ☐ I am learning to do new things.
- ☐ My attendance at school is improving.

7. Would you like to continue having a mentor? Why or why not?

Please return this form to the School/Mentor Coordinator.

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form nine:

END-OF-YEAR MENTOR SURVEY

1. I am a mentor for _____ who will be in
the _____ grade at _____ School next year.
2. We usually get together: _____ weekly _____ bi-weekly _____ monthly.
3. We have enjoyed doing the following things together:
4. I *am* / *am not* acquainted with my youth's family.
5. I am *happy* / *unhappy* about how we are getting along.
6. I would appreciate help with:
7. I have attended *mentor support meetings* / *citywide training events*
and would like to suggest:

8. I *have / have not* attended mentor/student gatherings and would like to suggest:

9. I enjoy this child because:

I *would / would not* like to continue mentoring this child next year.

Please use the space below or on the back of this sheet to tell us more about your experience as a mentor.

Name _____ Phone _____

Please return this form to:

(name of School/Mentor Coordinator)

(address)

(phone)

BEST COPY AVAILABLE

READING FOR UNDERSTANDING

The Call of Service: A Witness to Idealism, by Robert Coles,
Houghton-Mifflin, 1993.

The Dreamkeepers: Successful Teachers of African American Children, by Gloria Ladson-Billings, Jossey-Bass, 1994.

Empowering African American Males to Succeed, by Mychal Wynn, Rising Sun Publishers, 1992.

How Your Child Is Smart: A Life-Changing Approach to Learning, by Dawna Markova, Conari Press, 1992.

The Kindness of Strangers: Adult Mentors, Urban Youth, and Voluntarism, by Marc Freedman, Jossey-Bass, 1993.

The Measure of Our Success: A Letter to My Children and Yours, by Marian Wright Edelman, Beacon Press, 1992.

Reducing the Risk: Schools as Communities of Support, by Gary Wehlage et al., Falmer Press, 1989.

Savage Inequalities: Children in America's Schools, by Jonathan Kozol, Crown, 1991.

There Are No Children Here: The Story of Two Boys Growing Up in the Other America, by Alex Kotlowitz, Doubleday, 1991.

The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy, by William Wilson, University of Chicago Press, 1990.

Turning Points: Preparing American Youth for the 21st Century, by the Carnegie Corporation of New York, 1989.

* * * * *

the starfish flinger

*As the old man walked the beach at dawn,
he noticed a young man ahead of him
picking up starfish and
flinging them into the sea.
Finally catching up with the youth,
he asked him why he was doing this.
The answer was that the stranded starfish would die
if left until the morning sun.*

*"But the beach goes on for miles
and there are millions of starfish,"
countered the other.*

"How can your effort make any difference?"

*The young man looked at the starfish in
his hand and then threw it to safety in the waves.*

"It makes a difference to this one," he said.

— AUTHOR UNKNOWN

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